Music Portfolio

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| 1: Title of lesson: Elements of the Earth Grade: 5/6 Time: 30mins |
| **Objective statement:**  Students will role-play their interpretation of the energy within each element by connecting them to Laban’s effort shapes.  |
| **Curricular Connection:** “Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making”, “Interpret and communicate ideas using symbols and elements to express meaning through the arts” |
| **Material list:** Speaker, music, list of Laban movement shapes. |
| **Hook/warm up:** Begin by playing a short, fun song that students can sing and dance to. Make sure they know that they don’t have to sing for this warmup activity, but they do need to dance and move their body. After the song and dance is done, ask them “if you could describe the way you were dancing and moving your body, what words might you use?” |
| **Exploration/integration opportunities:** Could continue into a lesson elaborating on the Laban theory of movement, energy within elements or how they affect each other, counting music and music mapping for choreography, and dance choreography. |
| **Important vocabulary:** Laban movement shapes: Floating, Dabbing, Wringing, Thrusting, Pressing, Flicking, Slashing, and Gliding. |
| **Thorough activity description:** First, we will spend some time talking about the basics of Laban’s effort shapes, and how they might look/feel when in practice. We will take some time to put those movements into action by demonstrating how each effort shape looks. Once we have gone through all 8, we will break students into 4 groups, each one representing an element (fire, earth, air, water) and ask them to determine which effort shape best represents their element (using at least 2 of the efforts). Giving students 5 minutes to discuss, then play the music, and have students move their bodies to the beat of the music incorporating their interpreted element movement. Students can demonstrate the movement of their elements while the rest of the class guess their effort shapes. |
| **Variations/UDL/DI:** Multiple Means of Representation: Pre-teaching vocabulary and demonstrating movement shapes before student participation, using analogies of animals to help students connect to movement shapes, use cues when time to switch movement, drawing on previous knowledge of effort shapes to express them better physically.-Multiple Means of Expression: Students can choose the level of rate, timing, amplitude, or range of motor action necessary to engage in the activity, -Multiple Means of Engagement: Students are given as much autonomy as possible in their interpretation of effort shapes, students are drawing on their prior knowledge of effort shapes, so engagement is authentic, collaboration with peers.Visual learners are engaged through watching their peers interpretations (those with visual impairments are not required to read, and can participate in one stationary position), Kinesthetic learners are engaged through movement (those who struggle with movement can still participate in a seated position using limbs to demonstrate movement), Auditory learners are engaged through music and rhythm (those with auditory sensitivities or impairments can participate by watching their peers and mimicking movement), Reading/writing learners are engaged through written instructions, or encouraged to write down movements for element interpretation (students with reading/writing difficulties are not required to read or write anything, and can participate through movement and sound interpretation).**FPPL:** Learning is embedded in memory, history and story. -By having students connect to their memory of each element and using their bodies to tell the story of how elemental energy is expressed, students will better understand these fundamental pieces of nature. |
| **Assessment:** Observation, and student participation. |

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| 2: Title of lesson: Tick Tock Clock Grade: K-3 Time: 20mins |
| **Objective statement:**  Explore elements and processes of music i.e. beat, explore artisticexpression collectively, use music to explore number concepts and time telling, begin learning/understanding how to tell time using 12 hour clock  |
| **Curricular Connection:** Connects to the Drama aspect of Arts Education through the exploring and creating faucet in the curricular competencies which states: “Explore personal experience, community, and culture through arts activities” |
| **Material list:** No materials needed. |
| **Hook/warm up:** Share a video of a cuckoo clock going off! OR have a wind-up cuckoo clock for in person demonstration. Ask students, “What noise does a clock make?” “Can you make thenoise?” Once students are making a tick tock tick tock noise, you can start to introduce the term‘beat’, explaining to students that this tick tock noise is consistent and doesn’t speed up or slowdown. Start patting your knees one at a time, repeating tick tock, and have students join in.(This could be altered for varying difficulty i.e. stomping, clapping, alternating clapping to pattingknees, speeding up, slowing down etc.) |
| **Exploration/integration opportunities:** Could continue into a math unit connecting to learning how to tell time on an analogue clock. An Art unit by having students create their own clock/create your own ‘cuckoo’ for inside the clock. A Science unit by investigating springs, push/pull force of why cuckoo comes out of clock. Or a Dance unit by creating a dance focusing on the inner mechanics of a clock, having the hands ticking, doors opening for cuckoo to pop out etc |
| **Important vocabulary:** Beat: the basic unit of time or pulse. |
| **Thorough activity description:** Students will be introduced to the lyrics of the song, singinga few words at a time, and having them repeat back, working your way through the whole songand adding in background instrumentals OR have students sing and clap/pat/stompsimultaneously. Once students have grasped this, you can then start to introduce instruments touse to keep the tick tock beat. |
| **Variations/UDL/DI:** Multiple Means of Engagement: could work collectively or independently, opportunities for selfassessment, could be extended over multiple lessons, front load song before teaching, front loadinginformation about time telling-Multiple Means of Representation: using videos, recorded music, instruments, teacher example/participation-Multiple Means of Expression & Action: singing, using movement actions, use of instruments**FPPL:** Learning involves patience and time. **Aboriginal Pedagogy:** Experiential: The making of meaning fromdirect experience through reflection on learning and action |
| **Assessment:** Emerging → Beginning to use singing voice (incorrect tune, inappropriate volume, and/or notsinging at all) / rarely keeps steady beat, Developing → Uses singing voice occasionally / beginning to keepsteady beat, Proficient → Uses singing voice & lyrics nearly whole time / keeps steady beat almost all thetime, Exceeding → Uses singing voice & lyrics consistently (in tune and with appropriate volume) / keepssteady beat consistently |

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| 3: Title of lesson: Keep the Beat Grade: 2 Time: 30 mins |
| **Objective statement:**  Explore and interpret the beat and time elements of music, while experiencing the challenge of keeping time and rhythm. |
| **Curricular Connection:** Connects to the Music aspect of Arts Education through the exploring and creating faucet in the curricular competencies which states: “Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts” |
| **Material list:** None are needed but could incorporate instruments such as drums, boom whackers etc.. |
| **Hook/warm up:**  Students will be instructed to follow the beats they hear (from drum, clapping hand etc) while patting their head, shoulders, hips, and patting thighs, which may speed up or slow down each time they go through a whole sequence. Instructor will then tell the students that start counting beats to an 8 count on each body part, then will switch to 4 count, then 2 count, then one on each part.  |
| **Exploration/integration opportunities:** Could continue into a lesson on music notes, and reading music, learning instruments, dance, and choreography. |
| **Important vocabulary:** Beat: the basic unit of time or pulse |
| **Thorough activity description:** Students will gather around in a circle and will be instructed to clap and pat their thighs following the rhythm set by the instructor. Going around the circle, students will chant the lyrics “my name is \_\_\_\_\_\_\_\_\_\_\_, I can keep a beat. Sitting next to me is \_\_\_\_\_\_\_\_\_”. Everyone in the circle will have the opportunity to chant their section. The challenge will be to follow the lead of the instructor, and not allow students to speed up or slow down the rhythm. |
| **Variations/UDL/DI:** Variations for this activity could be not having them recite words, just having students try to clap and pat at the same speed and rhythm as the leader/teacher. You could also incorporate a metronome to help students stay on beat. Students could use their feet and stomp to keep the beat or tap an object to a table or chair.UDL: Representation: Teacher leads the rhythm the entire time, so students have something to ground to. Expression: Students use their body and voice during activity and can listen to fellow students as lines are repeated.Engagement: Students can engage verbally as much as is comfortable, repeated lyrics, movement.FPPL: Learning is holistic, reflexive, reflective, experiential, and relational. Students are engaging in a hands-on activity that requires them to listen and work in sync with the rest of their peers. To do this well, they must connect to their reflexes, their internal rhythm and need for connection. |
| **Assessment:** Looking at students’ ability to work as a team, and problem solve together. Start a discussion using the following prompt questions: Why did we do this activity? What did we learn in the world of drama through this activity? What was it like to perform? What would you do differently after seeing everyone else’s twisted ending? |

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| 4: Title of lesson: Body Percussion Grade: 6/7 Time: 30 mins |
| **Objective statement:**  Students will be able to make use of their bodies to create thecorrect/appropriate movement. After the students learn all the symbols/movements to thecriteria of the song, students will be able to create music with their bodies.. |
| **Curricular Connection:** This activity allows students to express, feeling, ideas, andexperiences through the arts, interpret and communicate ideas using symbols and elementsto express meaning through the arts and take creative risks to express feelings, ideas, andexperiences. |
| **Material list:** The song that will be used for the body percussion activity (any song), symbol legend of the actions |
| **Hook/warm up:** The hook for this lesson could involve going over the actions before showingthe song to ensure the students are ready and prepared. The teacher could also show a shortvideo of body percussion that uses their hands and feet to get students up and moving. |
| **Exploration/integration opportunities:** This activity can be integrated by having thestudents incorporate dance moves to the chosen songs. This activity can also be integratedinto a painting or a drawing → Feel the rhythm.ELA → Students can potentially create their own songs by using poetry to create their ownrhythm (AA,BB) (ABAB) etc |
| **Important vocabulary:** Percussion, rhythm, legend, rhythm, patterns, rhyming. |
| **Thorough activity description:** First, the teacher will explain what bodypercussion is and introduce the activity. The teacher will lead the students through a practiceof the symbol legend. The students will practice the legend for the song “Can’t Stop theFeeling” with the symbols clap, stomp, pat, snap, and rest. Once students feel comfortablewith the movements, the teacher will play the song for students to just listen and follow alongat their own pace. Next, the teacher will follow the song and movements at the front of theclassroom for students to follow if they need guidance. Lastly, the students will join theteacher on the floor and follow along with the song and movements one last time forming agiant circle as a class. |
| **Variations/UDL/DI:** Primary students could focus on one of the movements (clap) to gain recognitionof the rhythm and the song.UDL Representation: The teacher will be loud and clear when giving explanations to the students. Students will be shown an example of the legend for students to follow along to (or replicate) if assigned their own.Expression: Students will be given the freedom to express their own thoughts, feelings, andopinions. Students will be delivered material using multimedia- I.e. PowerPoint, YouTube,orally.Engagement: Students will watch the video and PowerPoint presentation. Students will begiven a brain break. Students will work individually, with a partner, or in groups.Differentiated Instruction: For students with audio divers-abilities, the teacher would printoff the lyrics and symbol sheet for the student to have right in front of them.For students with visual divers-abilities, the teacher would load the video on a Chromebookfor the student to watch closely.For students who may need a brain break, the teacher will ensure students have theopportunity to have a dance break/water break often to keep students engaged.FPPOL: Learning involves patience and time.Learning requires exploration of one‘s identity. This activity could be done in the form of asharing circle once students are comfortable with the actions. |
| **Assessment:** For this activity, students could be assessed on their ability to demonstrate their learning by following along with the song and using the correct symbol/body movement, or in some cases, simply by their willingness to participate in a way that demonstrates engagement. |

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| 5: Title of lesson: The Cup Song Grade: 3 Time: 25 mins |
| **Objective statement:**  Students will be able to demonstrate how to keep a beat with multiplepeople |
| **Curricular Connection:** This activity connects to the Music aspect of Arts Education through the Exploring and Creating facet of the curricular competencies which states “Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play” |
| **Material list:** Solo cups, music for the beat |
| **Hook/warm up:** Beat challenge- create a beat using hands/thighs and have students follow it. Students listen closely for the beat change and then follow accordingly. |
| **Exploration/integration opportunities:** Once students have become familiar with the beat, they could create lyrics for the song based on class content in any subject. |
| **Important vocabulary:** Beat of 4- count in 4’s Rhythm- repeated sound |
| **Thorough activity description:** To be played along with the track ‘Boom Boom Beat’ from ‘BoomwhackerBeatz’track can be downloaded here: http://funmusicco.com/simplied-cup-game/First, set up the students in a circle on the floor, and give each student acup. Students will build up the following Rhythm:Rim Rim End End Tap Slide Pass it onRim - Hit cup on floor with the rim side downEnd - Hit cup on floor with the base side downTap - Hit cup on base with other handSlide - Slide across in front right to left, to pass to the person on the leftPass the cup to the person on the left, and hopefully the person on your right has passed a cup to you!The music speeds up, so it's harder and harder towards the end of the trackhttps://www.youtube.com/watch?v=FW4v5LDMZkEhttps://funmusicco.com/wp-content/uploads/2020/10/01\_boomboombeat\_full.mp3 |
| **Variations/UDL/DI:** To simplify students could keep their own cup instead of passing. Students could also do 1 tap instead of two, and you could avoid speeding up the song. If you wanted to make it more complicated, you could ask students to create lyrics to go with the beat.UDL: MULTIPLE MEANS OF REPRESENTATION -Write instructions on board, show video of song, teacher example.MULTIPLE MEANS OF ACTION AND EXPRESSION-Groups could demonstrate just to the teacherMULTIPLE MEANS OF ENGAGEMENT-Students may pick their own groups, use of timer for practice, additional time if neededFPPL: Learning involves patience and time: Learning rhythm and beat is something that takes practice, students are not meant to get this right away. This activity is just for practice. |
| **Assessment:** For this activity, students can be assessed simply by their willingness to participate in a way that demonstrates engagement. |

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| 7: Title of lesson: Music and Dance with Rhythm and Beat Grade: 4-6 Time: 30 mins |
| **Objective statement:**  Students will demonstrate their understanding of beat and rhythm through dance presentation by including one clap, one stomp, one slap, and a vocal expression. |
| **Curricular Connection:** This activity connects to the Music aspect of Arts Education through the Exploring and Creating facet of the curricular competencies which states “Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play”. Content includes elements and principles that together create meaning in the arts, including but not limited to: Music and Dance. |
| **Material list:** Music and videos |
| **Hook/warm up**: Monster mash intro song- https://www.youtube.com/watch?v=jZEhs-L61dQHave students march to the beat anywhere around the room. Other options will beskip, gallop, & crawl. Challenges walk up high for four counts and low for fourcounts. Depending on your students you could do. |
| **Exploration/integration opportunities:** Could be integrated with amath unit using fractions and notes. Also, it could be integrated into a social studies unit exploring music and dance within the history of Indigenous culture |
| **Important vocabulary:** Whole, half, quarter, eighth notes |
| **Thorough activity description:** -Music notes video- https://www.youtube.com/watch?v=Lt-fYFq6uYIVisually represent the notes on the board for students to reference later.Explore with examplesVideos giving ideas of dance movements including slapping, stomping,, clappingand vocal expressions.-Gumboot dance- https://www.youtube.com/watch?v=jfpQg9rPM5g-How To Powwow Dance FORKIDS-https://www.youtube.com/watch?v=eI2gnTZh0-IWith a partner create a dance that has at least one clap, one stomp, one slap, andone vocal expression.Ask students questions about what they noticed in the group's dances. Did some groups have a stomp at the beginning, middle, or end? What kind of vocal noise did we hear? |
| **Variations/UDL/DI:** Students are physically engaged during the lesson, there are video examples of the activity as well as teacher modeling, partner work= building communication skills, instructions can be written on board, choice of expression/ individual creativity encouraged.Behavior expectations1. Keep space around yourself, not touching anyone or going up and down the stairs.2. When the music stops you must freeze.FPPL: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, onreciprocal relationships, and a sense of place).We chose a video that could support the message of what was being taught and used an indigenous videoof Powwow dancing as a representation. |
| **Assessment:** Students have included all the criteria in their presentation. Teacher taking notes during presentation. |

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| 8: Title of lesson: Rhythm Monster Grade: 1 Time: 30 mins |
| **Objective statement:**  Students should be able to demonstrate their understanding of the concepts of rhythm and tempo- Students should be able to practice participating in a group- Students should be able to create and develop rhythms and tempo |
| **Curricular Connection:** This activity connects to the Music aspect of Arts Education through the Exploring and Creating facet of the curricular competencies which states “Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play”Big Idea: Engagement in the arts creates opportunities for inquiry through purposeful play.- Content: Music - rhythm, tempo |
| **Material list:** None |
| **Hook/warm up:** Have students stand in a circle and have them copy the beat and rhythm you create by clapping your hands, stomping your feet etc. |
| **Exploration/integration opportunities:** - Integration: Math- Can be used to help students understand patterning in different ways than just numerically |
| **Important vocabulary:** Rhythm: a strong, regular, repeated pattern of movement or sound. |
| **Thorough activity description:** 1. Ask the children to stand in a large circle with at least two metres betweenthem.2. Choose one child to be the “detective” and ask them to leave the circle andturn their back to the group.3. Point silently to one child in the circle who will be the “rhythm master.”4. The rhythm master begins to sound a rhythm by clapping their hands, pattingtheir knees or shoulders, stomping their feet, etc. All the children in the circlemust do the same.5. Ask the detective to come back to the circle and stand in the middle as thegroup continues to make their rhythm.6. The detective gets three chances to guess who the rhythm master is.7. Remind the children that they should avoid staring at the rhythm masterbecause they will give away their identity to the detective |
| **Variations/UDL/DI:** Activity could be done in smaller (easier) groups or larger (more challenging) groups- Lesson could be adjusted to focus on rhythm or tempo not both- Integration: Math- Can be used to help students understand patterning in different ways than just numericallyMultiple means of representation: Concepts of rhythm and tempo will be defined in the powerpoint,demonstrated by teachers, and practiced by students in order to engage students of all learning typesMultiple means of expression: Students can fill out an exit ticket, where they can write a term or physicallydemonstrate rhythm or tempo.Multiple means of engagement: Students will participate in group work, additional time can be given tosmaller groups if students don’t understand the game, differentiated content will be produced with eachchange of the rhythm master. TC’s will provide flexible pacing. Students will have the ability to movebefore sitting. Students will have visual checklists.DI:- Non Verbal student will be able to participate fully- Students with ADHD will be engaged through kinesthetic activity- If a student is being disruptive, they will be made the rhythm master or detective in order toencourage participationFPPL: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, onreciprocal relationships, and a sense of place) |
| **Assessment:** For this activity, students can be assessed simply by their willingness to participate in a way that demonstrates engagement |

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| 9: Title of lesson: Draw What You Hear Grade: 2 Time: 30 mins |
| **Objective statement:**  Students will be able to identify emotions through sounds of music.Students will be able to draw the emotions they are feeling |
| **Curricular Connection:** Express feelings, ideas, stories, observations, and experiences through creative works |
| **Material list:** Song selection- preferable instrumental music that students are aware ofWorksheetEmotions/ feeling chart with pictures |
| **Hook/warm up: Telephone Tune!**The class will be split into two teams and lined up. The people on one end hum a tune in the next person's ear and starts the game of telephone. The first team to end with the same tune with the last person wins! |
| **Exploration/integration opportunities:** Could extend into a PHE lesson on emotions and feelings. Could extend into lessons on Social Studies when it comes to music and events (Flight of the Valkyries during WW2 etc). |
| **Important vocabulary:** Music, Emotion, Sound, Feeling |
| **Thorough activity description:** For our activity you will be given a worksheet that has 4 boxes on it. We will be playing 30 seconds of 4 different songs. After each song you will have time to draw/ write the emotion you feel while listening to the song. If you feel multiple emotions, draw all those emotions. |
| **Variations/UDL/DI:** Multiple means of expression: Options to draw or write out how they are feeling, modeling ways to explore emotionsMultiple means of representation: Students will be able to hear different songs that create different emotions, students will be able to draw or write on the worksheet, visual representation of emotionsMultiple means of engagement: Provide additional time if needed, videos, powerpoint, emotion chart, the freedom to draw or write whatever they feelDI: Students that have trouble putting their thoughts on paper could verbally tell the teacher their feelings for the songs, students that are sensitive to sound could wear headphones, students that need more time listening to the song or drawing could have their own ipad to complete the taskFFPL: Learning involves patience and time.Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). |
| **Assessment:** The worksheet will be a part of assessment. If they can connect an emotion to the song and have completed the worksheet, they would receive full marks |

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| 10: Title of lesson: Piano and Forte Grade: 3 Time: 30 mins |
| **Objective statement:**  SWBAT: After this lesson, students will be able to identify elements and dynamics of music such as piano and forte and will showcase this understanding through small and large dance movements. |
| **Curricular Connection:** Elements in the arts-Choose elements, processes, materials, movements, technologies, tools, techniques, and environments of the arts |
| **Material list:** A device to play music and or speaker. Piano and Forte symbols printed on large paper. |
| **Hook/warm up:** “Grizzly bear, oh grizzly bear is sleeping in a cavePlease be very quiet, very very quietIf you wake him, if you shake himHe’ll get very mad!” |
| **Exploration/integration opportunities:** Physical and Health Education (students learn about dance and movements). Science (students could learn about sound waves) |
| **Important vocabulary:** Piano: Is the musical term for quiet or soft music.Forte: is the musical term for loud. |
| **Thorough activity description:** Freeze Dance. Play music and hold up either the Piano symbol or Forte symbol and have students dance and/ or move around the room with movements that represent those elements. Piano movements can be small and low; whereas, Forte movements would be large, heavy, tall...etc. |
| **Variations/UDL/DI:** Representation• Visually and auditory cues and instructionsEngagement• Music and dancingExpression• Freedom of movement and use of voiceDI: Modify the activity for the kids in YOUR CLASSROOM.Some examples might be:• Headphones• Variations of movementFPPL: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). In this lesson students experience elements of the arts through music and movement which is experiential, holistic and relational. |
| **Assessment:** Students will be assessed on participation through teacher observation. Teacher will watch for students' correlation of movements with piano and forte. |

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| 10: Title of lesson: Boom whackers Grade: 4-7 Time: 30 mins |
| **Objective statement:**  SWBAT identify and match notes and rhythm to their own BoomWhacker beat.SWBAT identify and create various types of beats and rhythms with BoomWhackers. |
| **Curricular Connection:** Curr. Competency AE 4-7 : Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry,experimentation, and purposeful play.Big Idea: Dance, drama, music, and visual arts are each unique languages for creating and communicating.Content: Notation |
| **Material list:** Boom whackers, music |
| **Hook/warm up: :** “2 Minute Boomwhacker Warm-Up - Descending”https://www.youtube.com/watch?v=Tz0-UxYmT3A&ab\_channel=Swick%27sClassroom |
| **Exploration/integration opportunities:** Science and Music - How sound travels, pitch, tone, volume, etc. Play with the different size boomwhackers, listen to the sounds they make and explore what properties of the boomwhackers lend themselves to the sound. |
| **Important vocabulary:** Boomwhackers |
| **Thorough activity description:** Time to Boomwhack it up!2 song choices: Spooky Scary Skeleton: https://www.youtube.com/watch?v=0lJsghA8WqEMonster Mash: https://www.youtube.com/watch?v=i571XuZyUWM |
| **Variations/UDL/DI:** UDL: Pre-teach notes so students understand what is happening. Can provide many different types of visuals and auditory cues. Students feel like they are a part of a group. Students have choice over Boomwhacker and song.DI: Giving students choice (not assigning them to a specific note, song, etc.). Vary learning tasks to cover different learning styles/skill levels. Colour-blind students can still follow along basedon the position of notes in videos.Possible Variations: Students clap their notes to practice timing and familiarize themselves with music. Students can either keep the same “note” for an extended period or switch between each lesson to experience different ones. For advanced learners, students can have two different boomwhackers and play the songs, having one in each handFPPL: : “Learning involves patience and time.” Practicing with Boomwhackers and responding to colours is a great introductory to learning notes. This skill can be expanded and built upon over time.“Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships,and a sense of place).” Students are working in a group and playing their part to produce a piece of music that is cohesive andclear. |
| **Assessment:** Reflection - What was easy about responding to the notes? What was hard? Is a BoomWhacker an independentinstrument or a group instrument? |

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| 11: Title of lesson: Indigenous Story Soundtrack Grade: 4 Time: 30-45mins |
| **Objective statement:**  Students will be able to:- Integrate percussion instruments into a traditional Secwepemc story to dramatize and enhance performance |
| **Curricular Connection:** Arts Education (Music) Big Ideas:- Artists experiment in a variety of ways to discover new possibilities- Dance, drama, music, and visual arts are each unique languages for creating and communicatingArts 4 Content- music: dynamics (music), form (music), texture- drama: character, time, place, plot, tension, mood and focus- traditional and contemporary Aboriginal arts and arts-making processes  |
| **Material list:** - Basket of various rhythm instruments and noise makers- Secwepemc stories from the book Secwepemc People, Land, and Laws by Marianne Ignace and Ronald E. Ignace: Story of the Salmon, Coyote Juggles His Eyes, Story of Mosquito, Story of Ant and Grasshopper, The Chipmunk and Owl Story, Story of Coyote and Salmon |
| **Hook/warm up:** Students are broken into the groups that they will perform in. Each group is then given a moment to come up to the basket of instruments and test them out for 2 minutes while the other groups go over their stories**.** |
| **Exploration/integration opportunities:** Social Studies 4 Content- the history of the local community and of local First Peoples communities |
| **Important vocabulary:** - Secwepemc, Storytelling, Soundtrack, Dramatize |
| **Thorough activity description:** Students are put into groups of 4 - 5 and given a traditional Secwepemc story. They choose a storyteller and actors and the rest of the group provides the dramatic soundtrack using a variety of musical instruments or noise makers. They get time to practice and then will perform their story to the class. |
| **Variations/UDL/DI:** UDLEngagement- Foster collaboration and community Action and Expression- Physical movement- Choice in performanceDI- Students who are mute or selectively mute can still participate by using an instrumentFPPL: - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).- Learning recognizes the role of Indigenous knowledge.- Learning is embedded in memory, history, and story.- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. |
| **Assessment:** Peer assessment: - Students can give feedback at the end of each performance and say one thing that they liked about the performance Teacher assessment:- The teacher could give 2 Stars and 1 Wish for each performance |

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| 12: Title of lesson: Animal Pitch Grade: 4 Time: 30-45 mins |
| **Objective statement:**  Students will gain an understanding of pitch. |
| **Curricular Connection:** Dance, drama, music, and visual arts are each unique language for creating and communicating.- Content: Dance, drama, music, and visual arts are each unique language for creating and communicating.-Competency: Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play |
| **Material list:** Slide with Animals/Notes and Twinkle Twinkle Song (Instrumental) |
| **Hook/warm up:**  |
| **Exploration/integration opportunities:** Could extend into more lessons on music, notation, rhythm and beat.  |
| **Important vocabulary:** None |
| **Thorough activity description:** -Students are put into one of 6 animal groupings (students choose). Maximum 5 per group. -Each animal represents a note. The animals correspond with the expected pitch of said animal. Eg Cow is middle C (Low) vs Cat is A (High) -The groups are arranged in note order (C, D, E,F,G, A). The teacher than points to each group and they make their animal sound. |
| **Variations/UDL/DI:** MULTIPLE MEANS OF REPRESENTATION Visual representation of the song are providedAuditory cues are given to the studentsThe freedom to move and act like the animal are options MULTIPLE MEANS OF ACTION AND EXPRESSION The freedom to move and act like the animal are options.In their note groups students are given the choice of how to make their animal sound.MULTIPLE MEANS OF ENGAGEMENT Students are working in groups, as a class and individually.Differentiate Instruction (DI):For a student who is colour blind, the notes can be matched with patterns instead of colours.For a student who is mute. The student can be given a boomwhacker.FPPL: Learning is holistic, reflexive, reflective, experiential, and relational. (Focused on connectedness, and reciprocal relationships and a sense of place.) |
| **Assessment:** Participation. |

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| 13: Title of lesson: Pirate Sing-Along Grade: 2 Time: 30 mins |
| **Objective statement:**  Listen to instructions and participate in the activities.Demonstrate creative expression of themselves in the activities |
| **Curricular Connection:** Exploring and creating:Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful playReasoning and reflecting: Develop processes and technical skills in a variety of art forms to refine artistic abilitiesCommunicating and documenting:Demonstrate increasingly sophisticated application and/or engagement of curricular content. |
| **Material list:** Puppet, Slideshow, Music Video, Music sheet for song (in slide show) |
| **Hook/warm up**: Intro: “We’ve got a special lesson for you today. We’ve got a sing along”Are you ready kids?I said Arrrrrr ya ready kids”\*Grab Pirate Pete puppet\* |
| **Exploration/integration opportunities:** Repeating games, or adding extra elements, changing the circle to a cluster, adding things for the students to visualize interacting with in the second game**.** |
| **Important vocabulary:** None |
| **Thorough activity description:** Tell the students they will be doing a fun pirate sing along today. Ask if any know what a chorus is, as that’s the most important part of a song to any pirateShow the sheet music for “You are a pirate”, ask students to identify the music notes, or what they may know.Go over the Ta’s and triplets in this case. Remind them of how these occupy the same amount of beats giving verbal “Tas” and “tri-pl-ets”For this grade level, go over how a note being higher or lower means your voice is higher or lower. Don’t get into the names of the notes unless they are curious/ready.Teach the first two bars of the song with your own singing, then have them repeat it back. Speak it, then sing it.Go over the third and fourth bar the same wayGo over the fifth, sixth and seventh, eighth bars the same wayput it all together, spoken, then sung.Sing the whole chorus, count them in 5678 and go. Explain that this count will happen to start them off.Put it to the music video, explain to them that the chorus will only happen 3 times, and you will count them into it. Other than that, they are now to get up, move around and dance if they choose to the music. Take some dance suggestions if students have any.Play music video, leave lyrics up next to video if needed |
| **Variations/UDL/DI:** Participation/actions - Some students become very uncomfortable or nervous when it comes to acting/singing in front of others. They will be encouraged as a class to all participate, so they won’t feel alone, which is often a concern with art involving acting/singing/dancing. A puppet will be used to convey the lesson in a fun and silly wayMovement: This activity gives students the opportunity to move around and let some energy out. It benefits all students to move throughout the day, but it also helps those students who have trouble sitting for long periods of time and learn better by moving around.Teaching/speaking voice: When speaking to the class, we will talk with expression in our voices and at a pace and volume that everyone can effectively listen to.FPPL: “Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).”While this may always be a go to of education, it’s important to understand how these values should show through in teaching today. How we teach and how we interact with students should be about growth and learning in a positive manner. It’s easy to say, but we need to continually get out there and do it. We really like this principle.Community is a huge aspect of this Indigenous connection. Finding that ability within one’s self to perform, to respect one's art, and to laugh and share transcends to the community who should find the same abilities of respect, ability to laugh and share with each other. Building a positive community in the class, and outwardly creating these ideals towards the greater community |
| **Assessment:** Observation: Watching the students to see if they are participating in the activities. If students are not fully participating, we might talk to them privately afterwards to see why they weren’t (ex: they might be shy or uncomfortable) |

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| 14: Title of lesson: Monster in my Closet Grade: K-3 Time: 30 mins |
| **Objective statement:**  Students will be able to learn basic drum performance skills and hear and repeat simple rhythms. |
| **Curricular Connection:** Creative experiences involve an interplay between exploration, inquiry, and purposeful choice. |
| **Material list:** Monsters in My Closet (Rhyme) , Class Hand Drums (or any non-pitched percussion instrument |
| **Hook/warm up**: Students could warm up to this activity by practicing playing drums. |
| **Exploration/integration opportunities:** Creative experiences involve an interplay between exploration, inquiry, and purposeful choice. |
| **Important vocabulary:** Creative experiences involve an interplay between exploration, inquiry, and purposeful choice. |
| **Thorough activity description:** Step 1: Tell students, "Today we're going to learn the rhyme I've written on the white board called, Monsters in the Closet. As we say the rhyme, we'll play the rhythms created by the syllables on the drums." Step 2: Tell students, "Let's read the first phrase of the rhyme together." Look to the white board and lead the students.There were monsters in the closet,That I could barely see.With super creepy eyeballs,Staring back at me.My heart was beating faster,as the clock tick-tick, tick-tocked.But then I remembered what to say,When the night bump, bump, bumps,and knocks."Hey Monsters! I'm not scared.You're just in my head.It's time to put a smile on,And finally go to bed.It's time stop this spooky stuff,Where you roam, and crawl, and creep.It's time for every girl and boy,to finally go to sleep."Step 3: Tell students, "I'll show you how to play the rhyme on the drums, and then you can try it." Demonstrate first phrase. Help students to understand that a good drummer doesn’t leave their hand on the drum after they play it. They strike the drum and pull their hand away to draw the sound out of the drum. Step 4: Repeat for all phrases. Rotate the students to the drums in a clockwise fashion, giving each student a chance to play. Step 5: Perform for teacher. |
| **Variations/UDL/DI:** Students can practice one line at a time. Students can follow along with other students if they are unsure. Student can use headphones if drums are too loud. Add dancers. Choose four students to move around the circle, making claws and showing their teeth for the first half of the rhyme. Stand fast during the second half of the rhyme, with their hands on their hips. Students boldly proclaim, "Hey Monsters! I'm not scared. You're just in my head..." |
| **Assessment:** Participation |

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| 15: Title of lesson: Rhythm Tic-Tac-Toe Grade: 3-6 Time: 30 mins |
| **Objective statement:**  Students will be able to demonstrate an understanding of simple rhythms by reading and performing rhythms to win tic-tac-toe squares in this musical twist on the classic "Tic-Tac-Toe" game. |
| **Curricular Connection:** Creative experiences involve an interplay between exploration, inquiry, and purposeful choice. |
| **Material list:** White Board, Marker. |
| **Hook/warm up:** Students can practice tic-tac-toe in partners to warm up. |
| **Exploration/integration opportunities:** Creative experiences involve an interplay between exploration, inquiry, and purposeful choice. |
| **Important vocabulary:** Types of notations in music |
| **Thorough activity description:** From the starting team, invite the first pair to the white board. Ask them to select a rhythm from the tic-tac-toe game board. Tell them that they will have an opportunity to practice the rhythm before they perform it for the class.When they are ready, count off 1-2-3-4.If they clap the rhythm correctly their team will receive an 'X' or 'O' in the square. If they clap the rhythm incorrectly, no 'X' or 'O' will be placed in the square.Teams alternate whether the rhythm is clapped correctly or not.Step 1: Draw the nine-box game board on the white board. Step 2: Write a four-beat rhythm in each of the nine boxes appropriate to the skill level of the class. Quarter notes, eighth notes and quarter rests work well with primary age classes.Step 3: Practice each rhythm by modeling it for the class. Give a few students the opportunity to demonstrate the rhythm for the class before you model it. Step 4: Divide the class into two (2) teams and then ask them to find a partner. Step 5: Assign the 'X' to one team and the 'O' to the other. Then select the team who will begin the game. |
| **Variations/UDL/DI:** Students can be on more vocal team if they are shy. Students can choose level of participation. If student was hearing impaired someone could help pat out the rhythm on their arm. “Learning involves patience and time” Students will learn that listening and repeating a rhythm may take time, and that is ok |
| **Assessment:** Participation |